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AUTHOR Segal, Bertha E.
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ABSTRACT

Materials from a teacher workshop on the Total Physical Response method for teaching English as a second language are presented. The technique describes the process of first language acquisition, uses physical activities in the classroom to reinforce learning, and allows a long period of receptive language learning before requiring production. The notes give basic procedures for a listening (receptive) lesson, a vocabulary unit, an initial lesson in basic commands, a lesson in body parts, a lesson in classroom objects, a review lesson, and a chart to record student progress. (MSE)

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WORKSHOP by

Berty Segal

Teaching English Through Action:

Total Physical Response (T.P.R.)

A Right-Brain/Left-Brain Approach

to Language Acquisition.

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(April 12-14, 1987- Westende, Belgium)

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THE METHOD

Rationale

In this program the approach to second language acquisition approximates the pattern of first language acquisition.

1st Language Acquisition

1. *Listening* (Receptive) — In first language acquisition, the baby is listening even before birth and continues listening and responding to commands without making any or many sounds himself. We allow the child a great deal of time to listen before expecting speech.

2. *Speaking* (Expressive) — Speaking begins between the first and second year. We express great approval when the child produces a "ma ma" or "da da" after months of listening. During this time the child is hearing increasingly complex statements and commands, and decoding and internalizing the sounds.

3. *Reading* (Receptive learning) and *Writing* (Expressive) — These are required only after five years of listening. Teachers please note: We frequently "stampede" to steps 2 and 3 before the limited or non-English speaking student has the opportunity to internalize step 1.

2nd Language Acquisition

1. *Listening* (Receptive) — The student finds it easy and pleasurable to learn the 2nd language through commands. Remember that during this 1st step of listening, all sounds are meaningless NOISE or GARBAGE. Very soon the student begins *decoding* as he/she continues responding physically to commands which are repeated, recombined, and given in "chunks," rather than word by word.

2. *Speaking* (Expressive) — Speaking occurs naturally, developmentally, and *without stress after approximately* 10 hours of instruction. Students will start chorusing or even yelling the commands. Frequently one student will command another outside the classroom, in line, or on the playground. These are all signs that the student is ready to speak.

3. *Reading* (Receptive learning) and *Writing* (Expressive) — These come easily and naturally after considerable exposure to listening and practice in speaking.

From TEACHING ENGLISH THROUGH ACTION
by Bertha E. Segal
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Basic Procedure — Listening (Receptive) Lesson

Allow a comfortably long receptive stage, and your students' chances of 100% success increase greatly.

1 Demonstration — Students listen and respond to commands by following the behavior modeled by the instructor.

Instructor commands and models with

- 2-3 students
- entire group
- 3-4, 4-6 others
- individual (VOLUNTEER)

2 Instructor commands, *without* modeling, and

- group responds
- groups of 2-3, 4-6 respond
- individual (VOLUNTEER) responds

3. Instructor combines old and new commands and models with

- entire group
- groups of 2-3, 4-6

4. Instructor recombines old and new commands, without modeling, and

- group(s) respond
- individual (VOLUNTEER) responds

If there is any hesitance or confusion displayed by students during steps 2 or 4, instructor immediately returns to modeling with them.

NOTE: Keep changing the order of commands. This increases interest.

After APPROXIMATELY 10 hours, students will reverse roles with teacher, and command

- teacher
- other students (small group)
- whole group
- other individual student (VOLUNTEER)

To create successful lesson plans, you must first set short-range goals (Lesson 1-7.)

TARGET VOCABULARY — UNIT I

LESSONS 1-7

In this Unit, you will combine these *ACTIONS* with this vocabulary.

Actions	Nouns	Others
stand	shoulder(s)	your
sit	head	and
walk	ears	my
turn	eyes	to
stop	mouth	up
sing	nose	down
touch	chest	around
smile	arm(s)	the
jump	feet	
point to	leg(s)	
skip	hands	
hop	fingers	
pick up	chair	
put down	table	
put	wall	
	desk	
	door	
	window	
	pencil	
	book	
	ball	
	chalk	

FEEL FREE TO ADD YOUR OWN COMBINATIONS OF THESE ACTIONS AND WORDS. BRANCH OUT! NOVEL COMBINATIONS ARE FUN AND PROVIDE INSTANT FEEDBACK THAT THE ACTIONS AND NOUNS ARE BEING MANIPULATED (DECODED) AND UNDERSTOOD.

Divide these goals into individual lessons. This lesson could easily be done by a Kindergarten class in 10 minutes.

UNIT I Lesson 1 SELF (BODY ACTIONS)

REVIEW COMMANDS

There is no Review. It is assumed the students know NOTHING.

COMMANDS

Stand
Sit
Walk
Turn
Stop
Sing
(Repeat, and keep changing the order of commands.)

Keep changing the groups commanded. Command groups of 2-3 students, 4-6 others, to the whole group, back to 3-4 others, always in an UNANTICIPATED order. When groups do not know when and if they're "next" to perform, the listening is much keener.

The components of a successful lesson plan are:
1 Review
2. Commands - new vocabulary is within these commands
3. Novel Commands - Reinforcement (Drill) through humor.

UNIT I Lesson 3 SELF (BODY PARTS)

REVIEW COMMANDS

Stand . . . Sit . . . Turn . . . Walk . . . Stop
Touch your head; eyes
Touch your mouth . . . Sing
Touch your nose; ears
Touch your shoulders . . . Smile

COMMANDS

Stand . . . Touch your chest . . . Sit
Touch your feet . . . Walk and smile . . . Jump . . . Stop
Touch your leg(s) . . . Stand
Touch your ears . . . Turn . . . Stop
Touch your hands and your feet . . . Jump . . . Smile
Jump . . . Touch your fingers and your chest
Sit . . . Touch your arms and smile
Touch your head . . . Touch your leg
Touch your shoulders . . . Jump and stop
Touch your chest and your feet

NOVEL COMMANDS

Sit on your hand(s)
Sit on your legs
Walk on your hands and smile

Note: The formulas to use in creating your plan.

UNIT I Lesson 4 SELF — CLASSROOM OBJECTS

REVIEW COMMANDS

Touch your arm(s); finger(s); hand(s)
Touch your head, fingers, hands, and arms
Jump . . . Sit . . . Stand . . . Sing and stop
Walk . . . Turn . . . Stop
Touch your shoulders and your chest

Review
NOTE: Repeat all words in Lesson 3 and several from Lessons 1 & 2

COMMANDS

Touch the wall
Touch the table; chair
Walk to the chair . . . Walk to the wall
Point to the table; chair; wall
Point up and point down
Jump . . . Sit down
Put your head up and down
Put your arms (feet) up and down
Point up to your head
Point down to your feet

Commands
NOTE: Introduce no more than 9 or no less than 4 new words per lesson. (This lesson has 7 new words.)

NOVEL COMMANDS

Jump to the chair
Jump to the table
Put your head (nose) on the table; chair
Put your chest (ears) on the table; chair
Sit on the table . . . Stand on the table
Put your feet on the wall (NOTE: Let them enjoy this, knowing they can't do it. Some will try.)
Put the chair on the table and put your fingers on the chair

NOTE: Novel commands provide:
1. reinforcement through humor.
2. drill in unexpected combinations.
3. a way of checking comprehension.

This Review Lesson may also serve as a Test.

UNIT I Lesson 7 REVIEW LESSON

This Review Lesson may be used for placement if the teacher feels the student may not need to start with Unit I. Review lessons, as all other lessons, are to be given orally.

(Review in Unit II)

Stand . . . Touch your head . . . Sing	☐	1.
Jump . . . Touch your shoulders . . . Sit	☐	2.
Touch your eyes . . . Touch your nose	☐	3.
Touch your arms . . . Touch your hands	☐	4.
Stand . . . Touch your fingers . . . Sing . . . Stop	☐	5.
Touch your legs . . . Touch your feet . . . Jump	☐	6.
Touch your chest . . . Turn . . . Stop	☐	7.
Touch your mouth . . . Turn . . . Smile	☐	8.
Turn your head	☐	9.
Touch your ears . . . Walk . . . Stop	☐	10.
Jump to the desk	☐	11.
Hop to the window	☐	12.
Skip to the door	☐	13.
Walk to the chair	☐	14.
Point to my chair	☐	15.
Touch the table	☐	16.
Walk around the table	☐	17.
Point up to your nose	☐	18.
Sit down	☐	19.
Touch the pencil	☐	20.
Pick up the ball	☐	21.
Walk to the chalk and point to the chalk	☐	22.
Point to my fingers	☐	23.
Point to the book . . . Touch the book	☐	24.
Pick up the pencil	☐	25.
Put down the pencil	☐	26.
Put my hand on your head (Avoid with Vietnamese)	☐	27.
Put my hand on your shoulder (Avoid with Vietnamese)	☐	28.

You record the progress on this grid.

UNIT I — LESSON 7

Date _____

⊘ = Presented ⊠ = Mastered

Presented = material presented ORALLY.

Mastered = students have shown Listening Comprehension via their physical behavior